



ÇANAKKALE ONSEKİZ MART UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY PROGRAMME (EPP)

2025 - 2026 ACADEMIC YEAR

B2

READING AND WRITING COURSE CONTENT

Course Description

This course is designed to develop students' skills in reading and writing at B2 level. The course focuses on improving general reading comprehension, developing effective reading strategies, expanding academic vocabulary knowledge and usage in terms of reading skill and reinforcing essay writing and introducing students to the practice of writing for academic purposes in terms of writing skill. By the end of the course, students will be able to analyse texts and construct well-developed sentences and form coherent paragraphs and essays.

Goal

The primary goal of this course is to equip students with the ability to read and comprehend texts with a degree of fluency and autonomy, analyse and evaluate information and apply their reading skills in an academic context and to introduce students with the advanced writing techniques necessary for producing structured, coherent, and academically rigorous essays.

Objectives

This program aims to

- enable students to understand the main ideas and detailed information in texts on both familiar and unfamiliar topics.
- enhance students' abilities to analyze texts, recognize authors' perspectives, and evaluate arguments.
- prepare students for academic reading tasks, including understanding and critiquing academic articles, reports, and essays.
- develop students' ability to conduct comprehensive research, evaluate sources for credibility and relevance, and effectively integrate these sources into their writing
- familiarize students with the conventions of academic writing, including citation styles, academic tone, and structured formats.
- improve students' abilities in revising and editing their work, focusing on clarity, coherence, grammar, and style.

Outcomes

By the end of the course, students will be able to:

- examine the structure, arguments, and perspectives presented in various texts by demonstrating an understanding of the text's purpose and the author's intent.
- accurately infer meaning by reading between the lines and recognizing implicit information in texts.
- apply effective reading strategies to enhance comprehension and reading efficiency, adapting strategies to different types of texts.

- conduct research using a variety of sources by evaluating the credibility and relevance of these sources with the support of the instructor.
- construct coherent, logically structured arguments that are well-supported with evidence and clearly articulated in writing.
- enhance their work by revising and editing clarity, coherence, grammatical accuracy, and adherence to the requirements of the assignment.

CEFR Equivalence

This course corresponds to the B2 level of the Common European Framework of Reference for Languages (CEFR), which indicates an upper-intermediate level of proficiency.

Course Materials

Reading: Reading Explorer 3- Third Edition, National Geographic

Writing: Writing Pack

Online Platform: <https://www.eltngl.com/spark>

Supplementary Materials

- Instructor-provided handouts and worksheets.
- Recommended apps and online resources for additional reading and writing practice.
- An English-English Dictionary

Attendance

Attendance is monitored by the instructors through roll calls taken during each class hour and recorded in the relevant system. In the Foreign Language Preparation Program, students are required to attend at least 85% of the total class hours in each level. If a student fails to meet the attendance requirement, they must repeat the same level.

For courses with 22 hours of instruction per week over a 7-week period, students who exceed 24 hours of absence will be considered unsuccessful in the preparation program.

Plagiarism Policy

Plagiarism is the act of using another individual's thoughts and work as if they were your own, without proper attribution. This includes material from other sources, including AI-generated content, that is not correctly cited. Assignments and projects found to contain plagiarized material, or work that is determined not to be the student's own, will not be

evaluated. The student will receive a zero for the assignment or project and will be given a verbal warning. If plagiarism occurs more than once, or if it is detected in assignments that serve as an exam, disciplinary procedures will be initiated.

Assessment

Success Grade:

- For students of English Language and Literature and English Language Teaching, the success grade is 70.
- For students of all other departments, the success grade is 60.

Calculation of Success Grade:

The success grade is calculated through integrated exams that cover all lessons. There will not be separate assessments for individual courses within the program. Project and performance tasks are assigned from listening & speaking and reading & writing courses with a common percentage.

INTEGRATED PROGRESS TEST	PROJECT and PERFORMANCE TASKS	LEVEL COMPLETION TEST
30%	20%	50%

Integrated Progress Test: 30%

- This test assesses listening, reading, grammar, writing, and speaking skills, and is conducted in the 4th week of the course. The test is comprehensive and designed to measure students' progress. It is not repeatable.
- **Project and Performance Tasks: 20%**
Students will complete two project/performance tasks as detailed below:
 - The project assignment for the reading&writing course accounts for 10% of the total performance grade.
 - The project assignment for the listening&speaking course accounts for 10% of the total performance grade.
- **Level Completion Exam: 50%**
 - The exam consists of three parts: integrated skills (listening, reading, grammar, and vocabulary), writing, and speaking. The integrated skills test is a multiple-choice exam. The writing section requires students to write a paragraph or essay appropriate to their level, and the speaking section involves oral questions assessed out of 25 points each.
- **Performance Task 1:** Writing an Expository essay (Week 3)
- **Performance Task 2:** Writing a Problem solution essay (Week 7)

Scoring Sheet for Performance Tasks 1&2

	Criteria	Strong	Proficient	Developing	Emerging	Beginning	Poor
	(Grading Box)						
	Title	5	4	3	2	1	0
Introduction	Hook	5	4	3	2	1	0
	Connecting Information	5	4	3	2	1	0
	Thesis Statement	5	4	3	2	1	0
Body	Body 1	15-13	12-10	9-7	6-4	3-2	1-0
	Body 2	15-13	12-10	9-7	6-4	3-2	1-0
	Conclusion	10-9	8-7	6-5	4-3	2	1-0
	Content and Format	20-18	17-14	13-9	8-5	3-4	2-1
	Structure & Mechanics	20-18	17-14	13-9	8-5	3-4	2-1
Teacher's notes:						Score	

Word Limit: 300-350 10% Below and Above Acceptable (315–385)	Words Below 270: 25% deduction from the overall score.
Words Above 385: 10% deduction from the overall score	Words Below 90: (Task not fulfilled) 0 pt.
Off-the-format: 30 pts. deduction from the overall score	Off-the-topic: 01 pt.

- The **projects** which are submitted after the deadline specified by the instructor will **not be evaluated**.
- If **plagiarism** is detected **in any part** of the project you submitted, **the part/parts will not be evaluated**.

Accessibility and Support for Students with Disabilities

The School of Foreign Languages is committed to providing equal access and opportunities for all students, including those with disabilities or special needs. We strive to create an inclusive learning environment that accommodates diverse learning styles and needs.

- **Communication:** Students with disabilities or special needs should contact the course instructor and the University's Disability Support Office within the first week of classes to discuss their requirements.
- **Facilities:** The School of Foreign Languages building is equipped with ramps and elevators for accessibility. Classrooms on the ground floor are available for students with mobility issues.
- **Academic Accommodations:** Depending on individual needs, accommodations may include extended time for tests, alternative format materials, note-taking assistance, or sign language interpreters.
- **Assistive Technology:** Screen readers, voice recognition software, and other assistive technologies are available through the University's Disability Support Office.

For more information or to request accommodations, please contact:

Disability Support Office: <https://ekb.comu.edu.tr/>

School of Foreign Languages Accessibility Coordinator: Instructor Aysun ZOR

We are committed to working with each student to ensure their full participation in the course.

Diversity and Inclusion Statement

The School of Foreign Languages at Çanakkale Onsekiz Mart University is committed to fostering a diverse, equitable, and inclusive learning environment. We believe that diversity in all its forms enriches our academic community and enhances the learning experience for all.

In this course, we strive to:

- create a respectful and supportive learning environment for all students
- incorporate diverse perspectives and experiences into our curriculum
- encourage open and respectful dialogue on topics related to diversity and inclusion
- address and prevent any form of discrimination or harassment

We expect all members of our learning community to contribute to an inclusive and respectful classroom environment. If you experience or witness any form of discrimination or harassment, please report it to the instructor or appropriate university authorities.

Your unique experiences and perspectives are valued and essential to the collective learning process. We are committed to ensuring that all students have equal opportunities to succeed in this course.

13. Office Hours Policy

Each instructor will hold regular office hours to provide additional support and guidance to students. Office hours will be as follows:



Instructor 1: [Day(s) and Time(s)]

Instructor 2: [Day(s) and Time(s)]

Office hours will be held in the instructors' office. Students are encouraged to use these times to discuss course material, ask questions, or seek clarification on assignments. If the scheduled times conflict with your timetable, please contact your instructor to arrange an alternative meeting time.

For brief questions or concerns, students may also contact instructors via email. Instructors will strive to respond to emails within 24-48 hours during weekdays.

B2 RD&WR Weekly Course Outline

Week	Contents from Sourcebook (Reading Explorer 3)	Reading Skill	Writing Pack	Writing Skill	Tests and Assignments
Week 1	Unit 1: Sports and Fitness 1A-The World's Game 1B- What Makes an Olympic Champion? Video: Sport Climbing	Analyzing Infographics(1) Scanning for Specific Information	How to Write an Expository Essay	Analyzing the Model Parts of an Essay Patterns of Organization Outline	
Week 2	Unit 2: Skin Deep 2A- What's beauty? 2B- Skin: The Body's Canvas Video: The Beauty of Ugly Food	Analyzing Claims Summarizing the Main Idea	How to Write an Expository Essay	Introduction Body Paragraphs Conclusion Making an outline	
Week 3	Unit 3: Animals in Danger 3A- Racing to Rescue Koalas 3B- Tracking the Snow Leopard Video: Protecting Pandas	Determining the Meaning of Unfamiliar Words Annotating a Reading Passage	How to Write an Expository Essay	From outline to final draft Post-writing activities: revising, editing, and proofreading	 Task 1: Writing an Expository Essay
Week 4	Unit 4: Violent Earth 4A- Sacred Summits 4B- Is Prediction Possible? Video: Earthquakes 101	Summarizing a Text Analyzing Infographics(2)	How to Write a Problem Solution Essay	Analyzing the Model Parts of an Essay Patterns of Organization Outline	Progress Test RD Units 1-2-3 WR: Expository Essay
Week 5	Unit 5: Islands and Beaches 5A- Land of Fire and Ice 5B- The Perfect Beach Video: Ha Long Bay	Summarizing Details on a Map Identifying Point of View	How to Write a Problem Solution Essay	Introduction Body Paragraphs Conclusion Making an outline	
Week 6	Unit 6: Global Addictions 6A- The World's Favorite Drug 6B- Addicted to Distraction Video: World of Caffeine	Understanding Transitions Identifying Pros and Cons	How to Write a Problem Solution Essay	From outline to final draft Post-writing activities: revising, editing, and proofreading	Practise writing a Problem-Solution Essay. (Peer-review)
Week 7	REVISION				 Task 2: Writing a Problem-Solution Essay
Week 8	LEVEL COMPLETION TEST Reading Explorer 3: UNITS 1,2,3,4,5,6 Writing Pack B2: Expository Essay, Problem Solution Essay				

Notes for instructors:

Reading

1. **Focus on Reading Strategies in Class:** The reading component of this course should primarily concentrate on teaching essential reading strategies and skills—such as skimming, scanning, making inferences, and understanding context clues. Ensure that students gain a solid grasp of these strategies during class time through active practice and guided examples.
2. **Assign Readings as Homework:** While the strategies are covered in class, assign the actual readings for homework to maximize class time for skill development and analysis. Encourage students to complete assigned readings before class so they come prepared to apply and discuss the reading strategies with confidence.
3. **Encourage Self-Directed Learning:** Remind students that learning extends beyond the classroom, and success in this course requires taking responsibility for their progress. Explain that while the instructors guide and support their learning, students are responsible for consistently applying reading skills to the homework texts, preparing questions, and seeking clarification as needed.
4. **Utilize Flipped Learning:** Since some units are self-study, prompt students to preview readings and complete video-based exercises in advance. Begin each class with a brief recap or quick assessment of comprehension to reinforce key points and address any lingering confusion.
5. **Set Realistic Goals:** Rather than covering every textbook activity, prioritize exercises that directly align with key course objectives. Select the most relevant exercises to reinforce reading and writing skills, and assign supplementary exercises as optional practice for those who need additional support.
6. **Time Management in Class:** Structure each class with dedicated time for reading and writing strategies. Allocate 10-15 minutes for interactive review sessions where students can discuss difficulties, ensuring they remain on track and focused on skill application.

Writing

1. **Emphasize Writing as a Process:** Reinforce that writing is a multi-step process involving planning, drafting, revising, and editing. Provide guidance at each stage to help students build strong foundational habits and reduce the pressure on final submissions.
2. **Provide Consistent and Constructive Feedback:** Feedback is essential for growth. After each writing assignment, offer detailed, constructive feedback that highlights strengths and points out specific areas for improvement. Use a balanced approach by noting what they did well (e.g., a strong topic sentence) alongside areas they can work on (e.g., transitions, clarity). Encourage students to review and apply feedback to future assignments.
3. **Use Clear Models and Examples:** Show students examples of strong writing that illustrate effective structure, clear topic sentences, supportive details, and smooth transitions. Discuss these models in class to clarify expectations and help students visualize their goals for each assignment.
4. **Incorporate Peer Review and Self-Editing:** Peer review sessions and self-editing checklists teach students to evaluate their work critically and improve both independently and collaboratively. Set guidelines to ensure peer feedback is constructive and focused on key elements like structure, clarity, and grammar.
5. **Encourage Self-Reflection on Writing Progress:** After major assignments, have students write a short reflection on their learning, challenges, and goals. This reinforces the importance of reviewing their progress and helps them internalize feedback for continuous improvement.